

Second Term Preview
January-March
Grade 6 Late French Immersion

During the second term of Grade 6 L.F.I. students will be striving to use the language at all times in the classroom setting. We are at the point where language is an integral part of our daily routines. Many expressions that used to be translated in the students' mind are now coming naturally, without having to think of the expression first in their native tongue. We are still placing heavy emphasis on the vocabulary portion of the language acquisition. As well, the students are learning to become analytical in their approach to the language.

French Language Arts

Knowledge/Concepts:

Students will use language for various purposes to understand themselves and the French world they are studying. Grammar Tests ; weekly Verb Tests; Literacy Circles and Story writing; Daily Written Assignments (Journal Intime, Poetry, Dictée); Public speaking contest "Concours"; exploring the International Phonetic Alphabet; Reading to Classmates and Buddies; Daily Communications, Discussions and Presentations; will assist the students in their mastery of the French Language.

Skills:

- Takes risks in French to extend language boundaries
- Interacts in French with growing confidence

Attitude:

- Demonstrates pride and satisfaction in using language to express their thought, ideas, and feelings in various written, oral, visual, and electronic forms.
- Demonstrates confidence in their abilities to communicate effectively in a variety of classroom situations.
- Encouraged to use new vocabulary and grammatical structures.

Reading

- Reads and understands a variety of materials (e.g. retelling, following directions, inferring, drawing conclusions and responding critically)
- Reads creative works with visual and contextual support and responds to them in a personal way
- Develops a variety of strategies to assist in comprehension (anticipate, predict and confirm meaning)
- Locates, interprets, manages and organizes information

Writing

- Effectively communicates ideas and information in a written form
- Demonstrates increased control over the use of sentence structures and begins to vary the beginning of their sentences and the structures of clauses
- Uses a given list of criteria to revise their drafts
- Edits work using the skills acquired to date
- Develops a logical sequence in writing, with a beginning, middle and end
- Demonstrates increased control over their use of sentence structures and begins to vary the beginning of their sentences and the structure of clauses

Speaking/Interacting with others

- Develops and applies a range of language - learning strategies to improve oral communication
- Effectively communicates ideas and information in a various settings
- Participates in French in a variety of situations drawn from real life
- Demonstrates their knowledge of the basic conventions of public speaking

Listening/Viewing

- Listens attentively and follows instructions given in French
- Listens and views purposefully to develop understanding (presentations, drama, discussion and conversations)

Understanding Cultural Influences

- Identifies and uses a number of French idioms in everyday communication

MathematicsKnowledge/Concepts:

That students understand the need to reason and communicate mathematically and make connections between mental, concrete, pictorial, verbal, graphic and symbolic information through activities that do not depend heavily on language content.

Skills:

- Adds, subtracts, multiplies and divides whole numbers, decimals and fractions
- Continues to learn new vocabulary as it relates to problem solving in French
- Writes expressions using standard mathematical conventions
- Demonstrates and explains the meaning of percentage concretely and pictorially
- Estimates the solutions to calculations involving whole numbers and decimals
- Discovers, generalizes, and uses rules to determine the volume of an object
- Creates expressions and rules to describe patterns and relationships such as area, perimeter and volume

Attitudes:

- Draws on and applies previously acquired information in new situations
- Pursues and continues with challenges independently
- Communicates mathematical ideas clearly in both oral and written form
- Learns mathematical concepts through manipulatives, drills and express ideas through a variety of ways of representation
- Applies knowledge through a variety of problem solving activities.

Science

Knowledge/Concepts:

- Students understand the Applications of Science: that processes, procedures and uses of scientific information build knowledge with activities through experiments

Skills:

- Able to follow an experiment through to a logical conclusion
- Collaborates with others in scientific investigations
- Able to draw and interpret findings to create reasonable conclusions based on observation and discussion
- Makes observations and measurements using the senses and appropriate tools

Attitudes:

- demonstrates responsibility regarding use and maintenance of the scientific equipment
- demonstrates an objective view point

Social Studies

Knowledge/Concepts:

Applications of Social Studies provide students with a framework of developmental skills and processes that will be used throughout the curriculum. Students demonstrate their abilities to use social studies processes and skills as they engage in the EXPO project.

Skills:

- Researches and presents information in a variety of styles that include oral, written and visual expression
- Gathers and organizes information in a structured framework that allows for creativity and diversity
- Acquire and use vocabulary related to each theme
- Chooses appropriate visual representations to enhance their oral and written reports.

Attitudes:

- Gain an awareness of the people that make up our school community
- Choose appropriate visual representations to enhance their oral and written reports
- Develop a sense of belonging to T. Homma
- Works both independently and co-operatively
- Locates required information in French
- Organize information from a variety of sources
- Empathizes with other cultures
- Respects human equality and cultural diversity
- Thinks critically, evaluates information, and practices effective communication

Career & Personal Planning

Knowledge/Concepts:

That school and extra-curricular activities relate to future life. Students need to understand the personal relevance of their studies and how they acquire the knowledge, skills and attitudes that will help them make decisions and manage their lives effectively. Activities such as goal setting, self-evaluations, using their Agenda, school wise theme lessons, family life and keeping self organize will show that students understand the relevance of their studies for their future life.

Skills:

- Evaluates personal decisions
- Sets short and long-term goals
- Identifies and selects time management and planning strategies that are personally relevant
- Assesses and revises short and long-term goals
- Develops ways to enhance their personal relationships
- Identify personal attributes, interests and talents in others
- Identify and select time management and planning strategies that are personally relevant

Attitudes:

- Eager and consistent use of Agenda
- Pays attention to personal health, nutrition, exercise
- Can set, assess and revise short and long-term goals
- Can self-assesses: strengths, weaknesses
- Takes responsibility for own learning and actions

Fine Arts

Knowledge/Concepts:

That visual arts help us understand society, culture and history. They contribute to an individual's intellectual aesthetic, emotional, social and physical development through visuals created in the style of various artists.

Skills:

- Uses the principles of art and design to create personally meaningful images
- Creates images using different forms and styles
- Creates images for a purpose
- Creates images using observation, memory and imagination
- Creates images using different forms and styles
- Demonstrate the ability and willingness to try unfamiliar materials and processes as well as use familiar materials and processes in other ways

Attitudes:

- Appreciate the fine arts area
- Willingly participate in the process
- Demonstrate respect for their own work and the work of others

Drama

Knowledge/Concepts:

That drama and music help us understand society, culture and history. They contribute to an individual's intellectual aesthetic, emotional, social and physical development through oral presentations, Readers' Theatre, songs, and skits.

Skills:

- Applies skills and attitudes appropriate to a variety of roles including performer and audience member
- Improvises dialog
- Creates dramatic works with story lines, characters, environment and dialog
- Demonstrates leadership and responsibility within the group
- Selects a means of communication to express ideas and emotions in dramatic work
- Uses signing skills to reproduce melodies
- Recognizes and discusses music from cultures and historical periods

Attitudes:

- Appreciate the fine arts area
- Willingly participate in the process
- Demonstrate respect for their own work and the work of others

Technology

Knowledge/Concepts:

Students become increasingly sophisticated in their choice and use of information technology tools through activities such as word processing, using different programs and templates and becoming smart, reflective users of the internet.

Skills:

- Enter, save, modify, and retrieve information using a variety of software
- Use the different tools available to edit electronically an assignment
- Use the appropriate keyboard techniques to enter information into a computer
- Use computer and internet etiquette
- Use the internet as an educational tool to build a bridge to French language and culture
- Understand how to design a website

Attitudes:

- Appreciate the computer as a versatile tool
- Treating the computer with respect